**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd** | | | **Date(s)**: Day 5 |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:** | | |
| **Essential Question(s):**  **How do patterns help me skip count?**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Alligator mouth cutouts(greater than and less than)**  3 pieces of Tag board  marker | | **Student:**  White/light colored construction paper  Black or dark colored Crayons  Scissors | | | **compare**  **Greater than**  **Less than**  **Equal to** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | **2.NBT.4**  *Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.* (Correlates to NCSCOS Math Objective 1.01c) | | | | | | |
| **I Can Statement(s):**  **I can compare two three –digit numbers using <,=,>** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Using alligators cut outs place two numbers on the board and ask students which number the hungry alligator would want to eat. Ask why and have students to think- pair-share their responses. | | | | | |
| **Teacher Directed:**  **I can compare numbers by telling if a number is greater than, less than or equal to another number. (check to make sure students know what these terms mean.)** [**http://math.pppst.com/comparing.html**](http://math.pppst.com/comparing.html) | | | | | |
| **Guided Practice:** Decide what value of number you want the students to work on ( Thousands, hundreds) Give each student a sheet of construction paper. Have them write a number on the paper as and to write it big enough for people to see it. Tell them that they may not use all 9's. For example 999. The teacher takes the tag board and write the 3 signs >, <, =. one on each. Choose two students to come to the front of the class and display their numbers by standing in front of their numbers. The class as a whole reads the numbers out loud. The teacher assign another students with the 3 signs. That student goes up and stands between the other two students. This student shows one of the signs and the class discuss if it is correct or not and continue to discuss until the correct sign is found. Once the sign chosen is correct the class again read the two numbers this time with the correct sign. For example 345 > 342. | | | | | |
| **Independent Practice:**  Worksheet with 12 problems (where the students write the correct sign between the two numbersand tell why?)  EXAMPLES:  1) 567 \_\_\_ 654 (correct sign is <) Why?\_\_\_\_\_\_\_\_  2) 235 \_\_\_ 213 (sign is >) Why? \_\_\_ | | | | | |
| **Closing/Summarizing Strategy:**  **Ticket out the door: Students will compare three numbers using <,=,>** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | <http://www.ixl.com/math/grade-2/comparing-numbers-up-to-1000> | | | | |  | | --- | | Give students the appropriate number line to use for each item.  Limit number of items to complete to 2 or 3; use number line only once.  Use color coding to help students skip-count by different intervals (for example: **red**=100)  Show using Base-Ten blocks; Label “counting on” strategy so students are able to keep track of the numbers. | | | | |  | | --- | | Pre-teach vocabulary: ***compare, less than , greater than, equal to***  Include these words and math word wall cards for math dictionary. | |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |